

Year Four Explore Spring Term

Explore:

During this project, the driving subjects are Geography and Design & Technology. We learn about real-world issues and how we can make a difference, learning about different places and communities and how technology can improve people's lives.

Project Launch: Religious Education

Judaism: How do Jews show their faith?
We begin by learning about how Jewish people show their **beliefs**, learning important vocabulary about Judaism. We study the way that Jews celebrate at Rosh Hashanah (New Year), how they look back at the year and plan **changes** for their future based on their faith. We also learn about the story of 'The Exodus' and how Judaism uses the Seder Plate to symbolise the story. Through this study, we learn how Jews feel **sustained** by God in the face of their adversity and how their **choice** to follow his commandments and their **perseverance** lead them to their salvation.

Geography:

We learn about our impact on the future of our planet, the impact of human actions on the environment and the choices we can make to protect it. Find out about fossil fuels, learning what they are used for and where they come from. We discover the reasons why people are trying to use less fossil fuels and what the alternatives are. We learn about different kinds of renewable energy and the benefits and challenges presented by these.

FOCUS 1

Art: Sketching

We develop and use sketching and drawing skills to add detail and precision to studies of the illustrations from the book—Tower to the Sun. We explore how artists use view finders to improve their work.

Design and Technology: The work of designers and engineers

We continue our investigation into renewable energy by finding out how wind turbines work. We explore the way they generate electricity and evaluate the pros and cons of building wind farms.

Project Launch

Science: Electricity:

We link the learning from geography to our study of electricity. We identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will need to apply this knowledge to our Design and Technology work.

Geography:

As we explore renewable energy in more depth, we find out what is needed to make wind power work. We carry out field work to find a suitable location for a wind turbine, collecting and analysing data from the environment so that we can draw valid conclusions. We learn to record accurate observations and take measurements using appropriate equipment. We use correct vocabulary to describe the physical characteristics of the location we are investigating.

FOCUS 2

FOCUS 3

FOCUS 4

FOCUS 5

Geography:

We continue to develop our mapping skills, using compass points and grid references. We carry out comparisons between Scotland and Costa Rica. We use aerial maps and atlases to explore more about both countries and link this learning back to our project question. We find out what has made Costa Rica so successful at using renewable energy and what other parts of the world can learn from them.



Design and Technology: Designing, making and evaluating
We combine our knowledge of turbines and our technical skills to produce designs for our own wind turbines, communicating our design ideas in diagrams. We apply our skills to construct our own wind turbines, ensuring our structures are strong and sturdy and attaching the electrical components correctly. We test our designs to see if we have achieved our design aim and evaluate how successful we have been.



FOCUS 8

FOCUS 7

FOCUS 6

Art: Collage

Using different materials and collage techniques, we capture our ideas about Costa Rica in a piece of art work that shows the colours of the landscape.

Music:

We explore how rock artists are trying to go green! We listen to and appraise a range of 'green' themed music and use technical musical vocabulary to evaluate it. We create and compose music and soundscapes for the weather combining rhythms and melodies.

Answering the Project Question:

At the end of the project, we reflect on all of our learning and answer our project question: How can our choices improve our future?

FOCUS 10

FOCUS 11

FOCUS 12

FOCUS 9

Religious Education Easter

We find out about evaluate the importance of the events in the Easter story for Christians, answering the questions: How do Christians celebrate Holy Week? Why do Christians feel joy, sadness and hope at Easter? Why do Christians call the day that Jesus dies 'Good Friday'?

How can our choices improve our future?